

Textbook Alignment to the Utah Core –Choir 1

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Choir 1 Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Perform): Students will use body, voice, and instruments as means of musical expression.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Produce a beautiful tone.			

•	Tone. Produce a balanced and free vocal tone with the body and breath working together.			
•	Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.			
•	Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation.			
Objective B: Demonstrate technical performance skills.				
•	Perform rhythms accurately; e.g., attacks, releases, accents.			
•	Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, sing half and whole steps, master different vocal exercise patterns, sing various scales accurately.			
•	Successfully hold melodic and harmonic parts.			
•	Perform a range of dynamic contrasts and tempo changes.			
•	Match vowel colors within an ensemble.			
Objective C: Demonstrate notational literacy.				
•	Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.			
•	Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and singing from them.			
•	Develop and demonstrate reading fluency through singing and reading games and/or exercises.			
•	Sight-read a new piece with the correct rhythms and pitches.			
Objective D: Demonstrate productive rehearsal habits.				
•	Exhibit productive rehearsal skills; e.g., stay focused, be prepared, participate fully, respect others, maintain conscientious attendance habits.			
•	Demonstrate good care of the voice.			
•	Explain and/or teach the principles of any of the performance objectives to classmates as needed.			
•	Develop personal use of technical vocal terminology.			
•	Assist in the care of supplies, facilities, and equipment.			
Objective E: Perform varied repertoire.				

•	Demonstrate ability to communicate feelings through choral performance.			
•	Perform successfully in public music representing a variety of times, cultures, and styles.			
•	Exhibit acceptable performer and audience etiquette.			
STANDARD II: (Create): Students will improvise and compose music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise rhythmic and melodic ideas and phrases.				
•	Explore possibilities of sounds that can be produced with the voice.			
•	Improvise simple rhythms.			
•	Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.			
Objective B: Record musical thoughts in standard notation.				
•	Notate improvised and/or dictated rhythms and pitches separately.			
•	Combine notated rhythms and pitches to make a melody and notate it on the staff.			
•	Develop notation skills; e.g., copy music, play rhythm and staff games.			
•	As a group or individually, complete a composition process: improvise short melodic phrases, variations of a given phrase, and/or a consequent phrase for an antecedent phrase; invent a notation system that describes the improvised music or reminds what comes			

	next; notate the rhythms and pitches on a staff.			
STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Analyze and evaluate musical examples				
•	Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.			
•	Explain how performance repertoire is constructed; e.g., identify the meter (time signature) and any changes; identify the key (find and play the key/home note); identify the form (AB, ABA, rondo, theme and variations, etc.).			
•	Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, and by describing the emotions and thoughts the music communicates and how it does so.			
Objective B: Evaluate ensemble performances.				
•	List important criteria for determining the quality of a music performance.			
•	Using this list, identify, analyze, and evaluate strengths and weaknesses in both live and recorded performances.			
•	Prescribe adjustments needed to strengthen individual and ensemble performance.			
•	Compare/contrast live music performances with recordings.			
Objective C: Document personal growth as a musician.				
•	Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.			
•	Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator			

	assessments.			
•	Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.			
•	Explain how the quality of personal performance affects the performance of the whole group.			
STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Examine how music relates to personal development and enjoyment of life.				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
Objective B: Experience how music connects us to history, culture, heritage, and community.				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.			
•	Perform and enjoy music related to various cultures, times, and places.			
•	Explain what the music experienced above means personally.			